

Truancy Taskforce Meeting

National Mentoring Month

January 30, 2017





Meeting Overview

I. Welcome (3 min)

II. Measure (60 min)

- Q1 Truancy Taskforce Data Committee Report Highlights
- Data Deep Dive: United Way's 2015 Greater Washington Area State of Mentorship Report
- Practitioner Spotlight: Eastern High School's 100 MORE
- Discuss Applications for Agencies

III. Monitor (10 min)

- Steering Committee: SY16-17 Progress & New Year's Resolutions
- Data Committee: Timeline for ED Stat
- Program Committee: 2nd Annual Design Challenge & Attendance Competition Update
- Policy Committee

IV. Act (20 min)

- Discuss FY18 Budget Need
- Every Student Succeeds Act (ESSA) Update

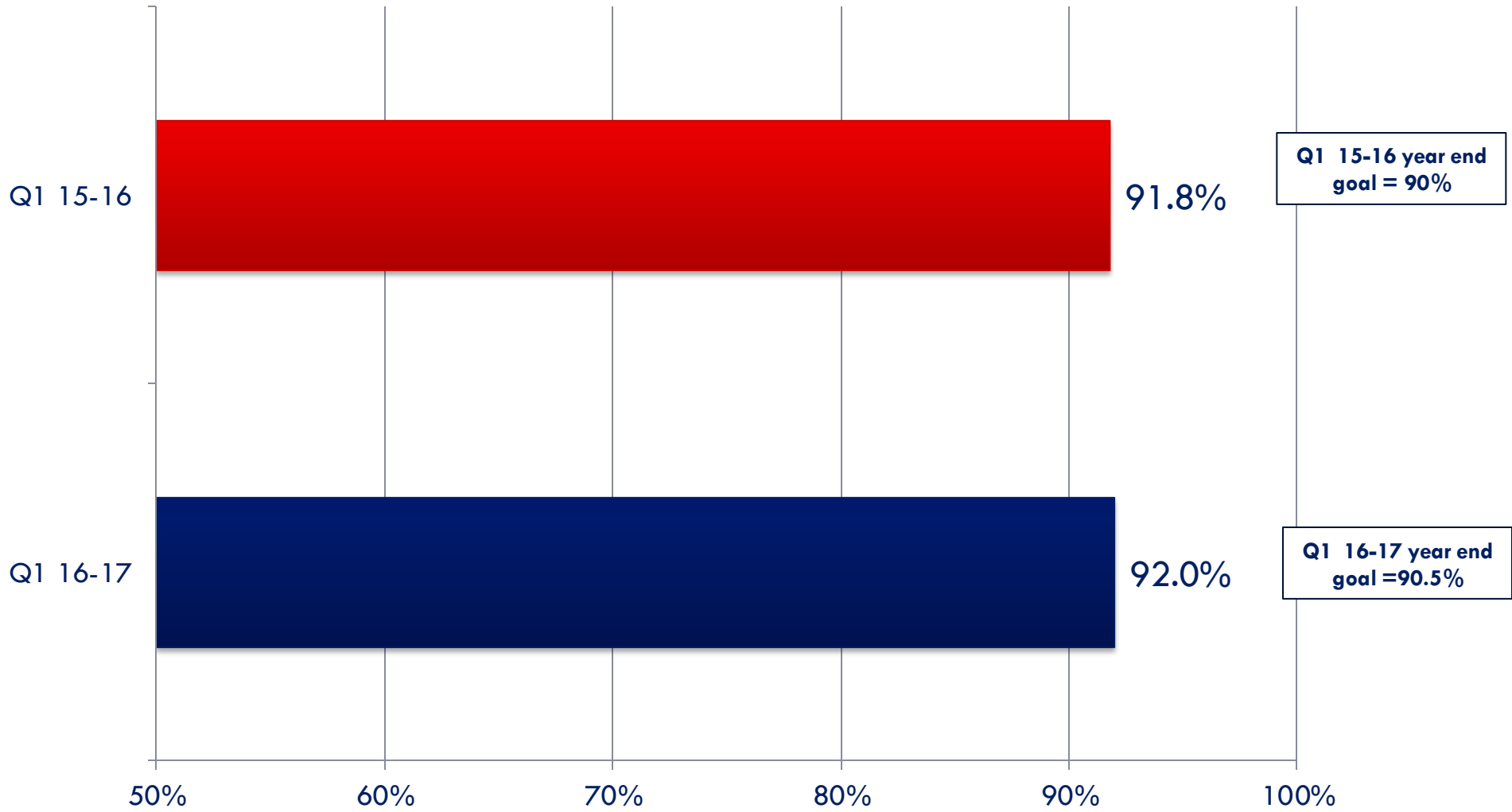
V. Next Steps (2 min)

Measure:

**Q1 Truancy Taskforce Data
Committee Report Highlights**

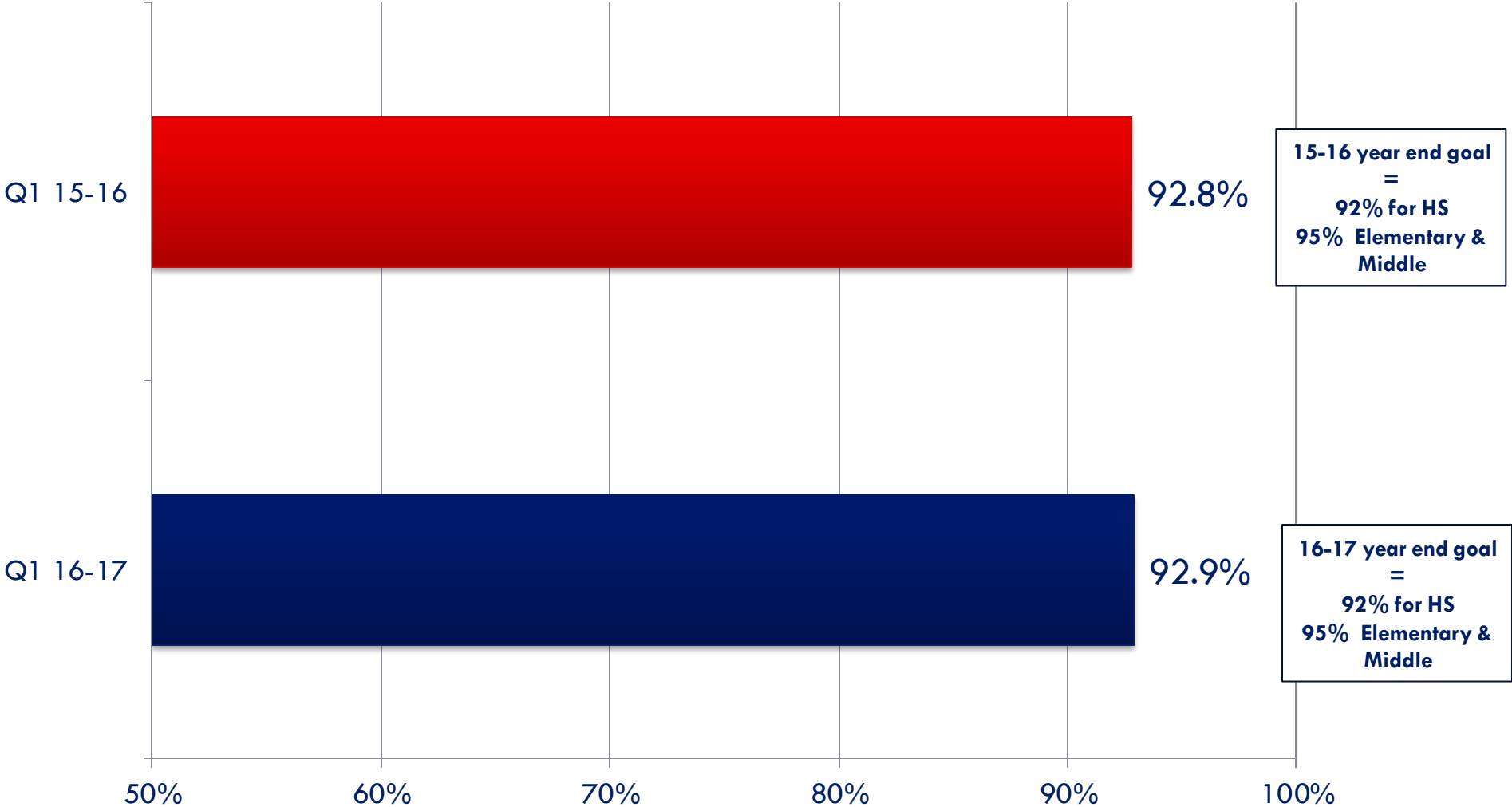


In-Seat Attendance - DCPS





In-Seat Attendance - PCS





Measure: Q1 Data Committee Report Highlights

Chronic Truancy: DCPS

	DCPS	
Time Period	Q1 15-16	Q1 16-17
Year to Date Eligible Truant Students	43,819	44,043
Year to Date # of Chronically Truant Students	2,061	2,312
Year to Date Chronic Truancy Rate	4.7%	5.3%
End-of Year Truancy Rate Goal	16%	16%

- The Q1 SY2016-17 chronic truancy rate for DCPS is 0.6% higher than the Q1 SY2015-16 rates.



Measure: Q1 Data Committee Report Highlights

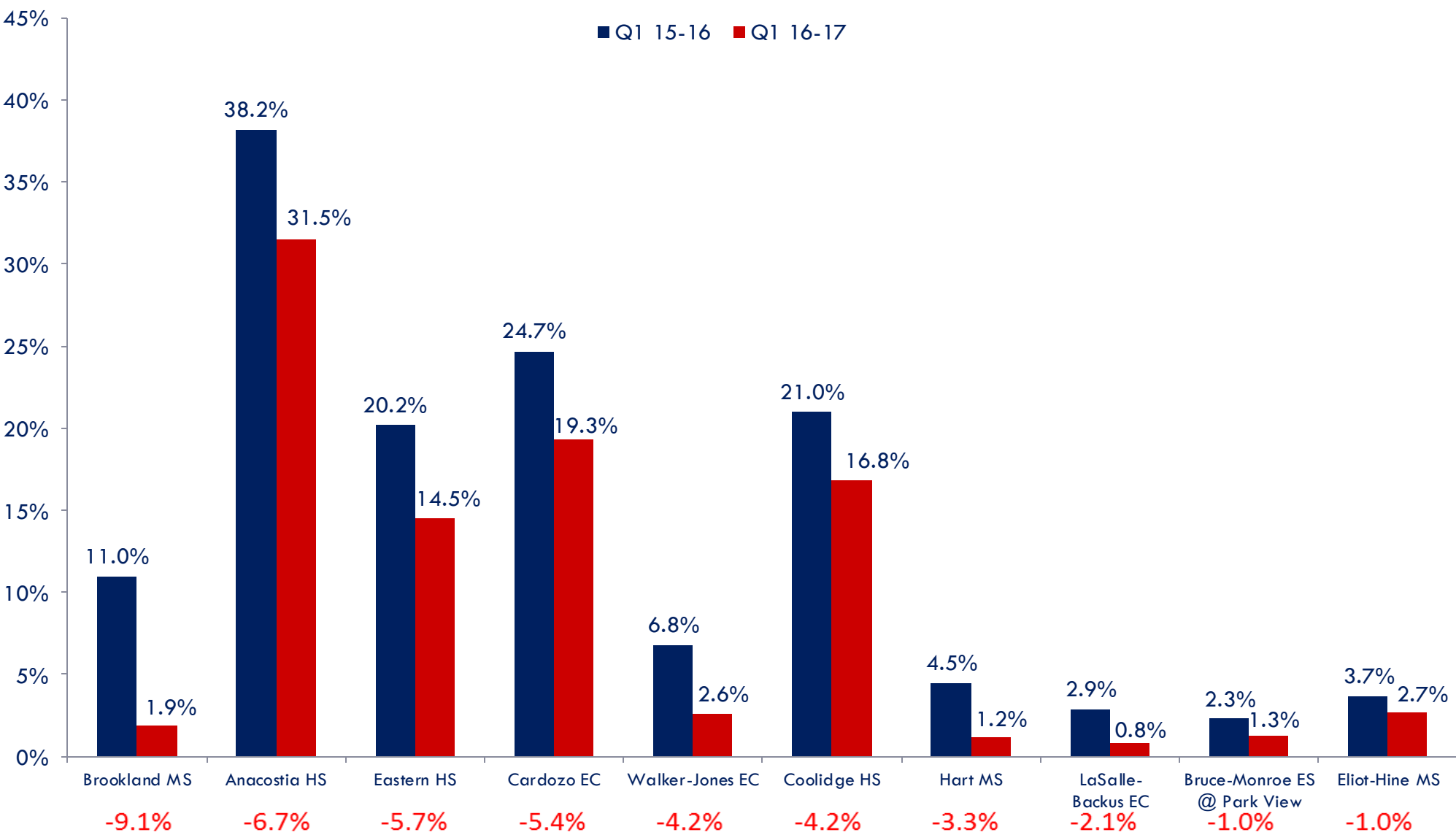
Chronic Truancy: PCS

	PCS	
Time Period	Q1 15-16	Q1 16-17
Year to Date Eligible Truant Students	30,764	30,222
Year to Date # of Chronically Truant Students	469	589
Year to Date Chronic Truancy Rate	1.5%	1.9%
End-of Year Truancy Rate Goal	13.9%	13.9%

- The Q1 SY2016-17 chronic truancy rate for PCS is 0.4% higher than the Q1 SY2015-16 rates.



DCPS with Largest Reductions in Truancy





Measure: Q1 Data Committee Report Highlights

CFSA Referral Universe

	DCPS ²		PCSB ²	
	Q1 15-16	Q1 16-17	Q1 15-16	Q1 16-17
# of students eligible to be referred to CFSA	135	112	93	71
# of referrals made by schools	57	55	NA ⁴	NA ⁴
# of referrals received by CFSA ⁵	118	179	42	51

²Numbers provided by DCPS and based on students aged 5-13 as of 09/30/2016 with 10 or more full day absences. Students eligible for a referral are based on the number of registered students as of 10/30/2016.

³Numbers provided by PCS and based on students aged 5-13 as of 09/30/2016 with 10 or more full day absences. Students eligible for a referral are based on student counted in the audited enrollment as of 07/01/2016.

⁴PCS campuses are not required by statute to report on number of referrals.

⁵ Numbers provided by CFSA .



Measure: Q1 Data Committee Report Highlights

CSSD Referral Universe¹

	DCPS ²		PCSB ³	
	Q1 15-16	Q1 16-17	YTD 15-16	Q1 16-17
# of students eligible to be referred to CSSD	841	130	54	10
# of referrals made by schools	89	26	NA ⁴	NA ⁴
# of referrals received by CSSD ^{5, 6}	53	58	14	13

¹For purposes of referral schools must apply the full day absence definition.

²Data provided by DCPS and based on students with 15 or more unexcused absences as of 09/30/2016. Students eligible for a referral are based on the number of registered students as of 10/30/2016.

³Data provided by PCSB and based on students as 09/30/2016 with 15 or more unexcused absences. Students eligible for a referral are based on student counted in the audited enrollment as of 07/01/2016.

⁴PCS are not required by statute to report their number of referrals to PCSB. PCS sends referrals directly to CSSD.

⁵Data provided by CSSD as of 09/30/2016.

⁶CSSD received an additional 70 referrals in July 2016 (65 from DCPS and 5 from PCS). School data unavailable for July.

Measure:

Mentorship Data Deep Dive



Measure: Mentorship Data Deep Dive

- Youth with mentors had fewer unexcused absences from class than students without mentors (*Tierny, Grossman, Resch, 2000; Herrera, Grossman, Kauh, Feldman, McMaken, & Jucovy, 2007*).
- Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (*Public/Private Ventures study of Big Brothers Big Sisters*).

Measure:
**United Way's 2015 Greater
Washington Area State of
Mentorship**



- Amy Titus: Managing Director, Human Capital, Deloitte Consulting LLP
- Timothy Johnson: Vice President, Community Impact, United Way of the National Capital Area



2015 Greater Washington DC Area State of Mentoring

January 30, 2017

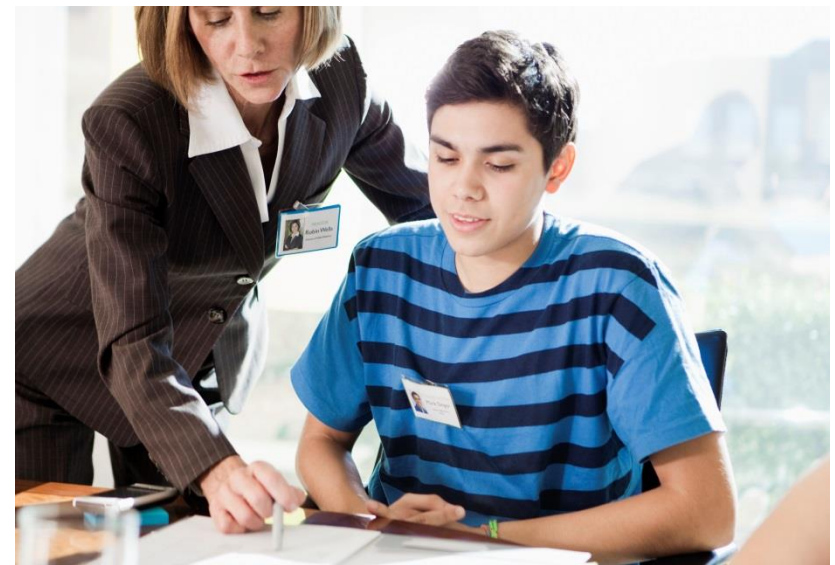


Survey Objective

To examine the current state of youth mentoring in the Greater Washington DC Area

The study was conducted jointly with the United Way of the National Capital Area and Deloitte, with the intent of providing a baseline analysis of the current state of mentoring in the Greater Washing DC, Area.

- Provide insight to spark action in order to increase mentoring participation and funding
- Provide mentoring organizations with the awareness of the tools and resources to help improve their ability to deliver mentoring services



Study Methodology

Project scope changed due to increase sample size to ensure the data presented in the report was valid

Methodology

- Administered a 25 question survey titled *2015 Greater Washington, DC Area State of Mentoring Survey* over a period of 12 days (Nov. 11 – 22, 2015)
 - Survey designed and approved by Dr. Amy A. Titus, Director, Deloitte Consulting LLP

Data Limitations

- Findings presented were derived from 43 organizations across the Greater Washington, DC Area that completed and submitted the *2015 Greater Washington, DC Area State of Mentoring Survey*
- More room to follow up in areas where greater insights are requested to alleviate any concerns regarding potential data limitations

Targeted Organizations

- 143 organizations were identified to as delivering mentorship services across the Greater Washington DC Area including areas of Northern Virginia and Maryland

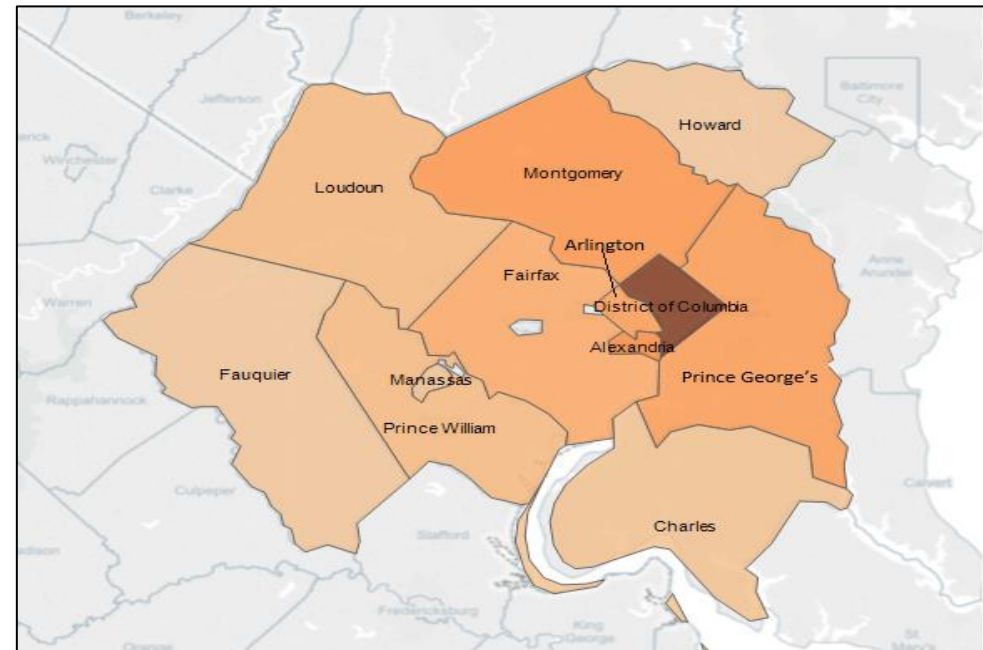
Organizations Engaging In Mentoring

Only 30% of organizations based out of the District of Columbia have operating locations in the surrounding metro area of Maryland and Virginia

Primary Office Locations⁽¹⁾

Location	Number of Organizations
Washington D.C.	26
Montgomery County, MD	5
Alexandria, VA	3
Princes Georgia's County, MD	3
Fairfax, VA	3
Arlington, VA	2
Charles County, MD	1

The majority of mentoring organizations have operating locations in the District of Columbia



Less Mentorship Programs



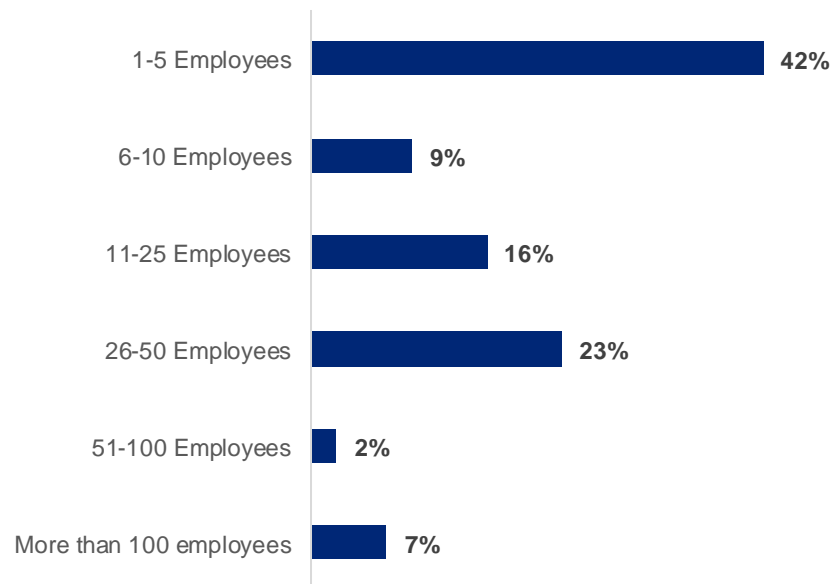
More Mentorship Programs

(1) Figures based on internal research from office addresses located in organizations' website.

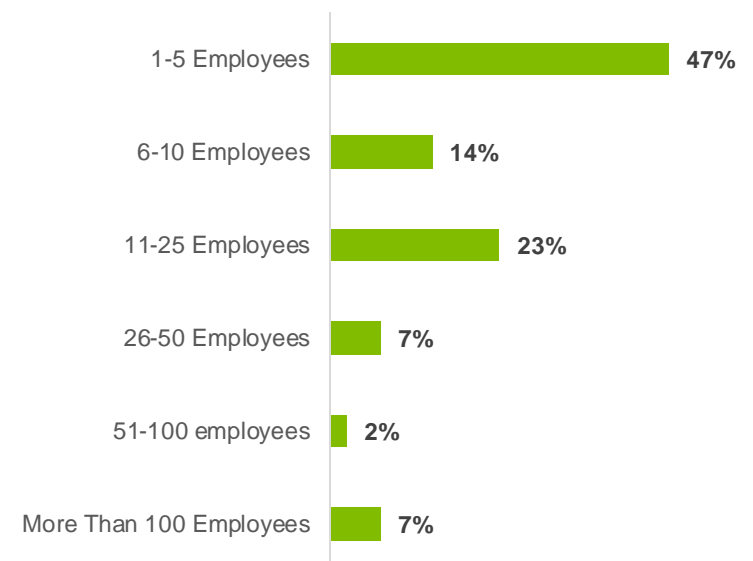
Mentoring Programs Structure

Midsized and larger organizations' mentoring program size are more likely to be in line with the mentoring program size of smaller organizations

A typical **organization size is between one and five employees**



A typical **mentoring program size is between one and five employees**



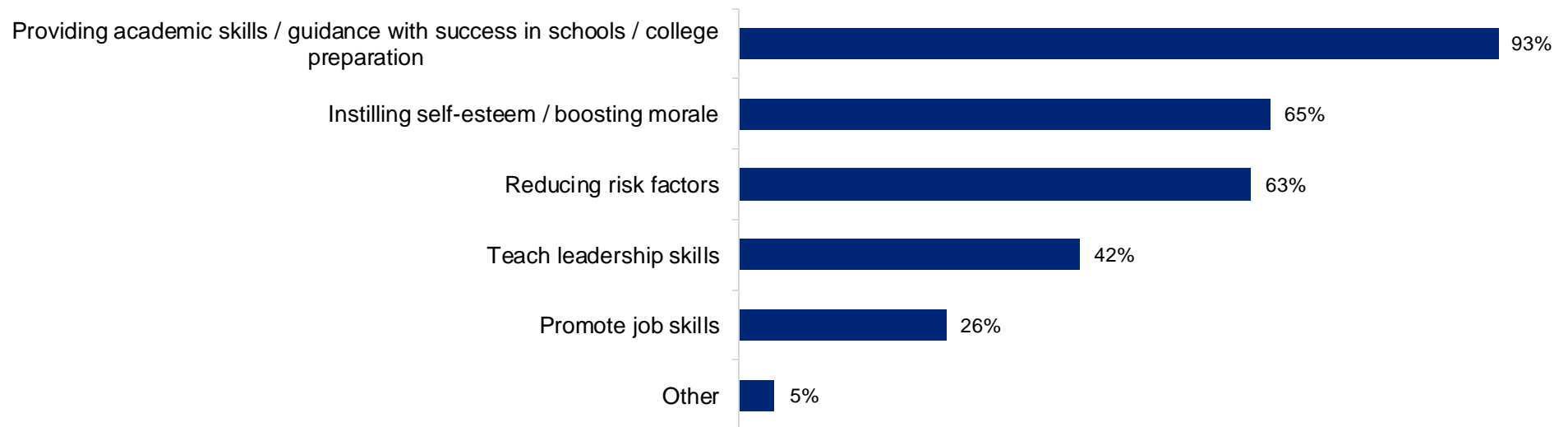
1/3 of nonprofits that were identified for delivering mentoring services are medium-size or large organizations (26 - 100 + employees).

Mentoring Programs Goals

The top three goals are providing academic skills, instilling self-esteem, and reducing risk factors

Nearly all mentoring programs chose providing academic skills, guidance with success in schools, and college preparation as one of their top three goals

Respondents were asked to choose the top three



42 out of 43 organizations either “Strongly Agree” or “Agree” that they are meeting these goals.

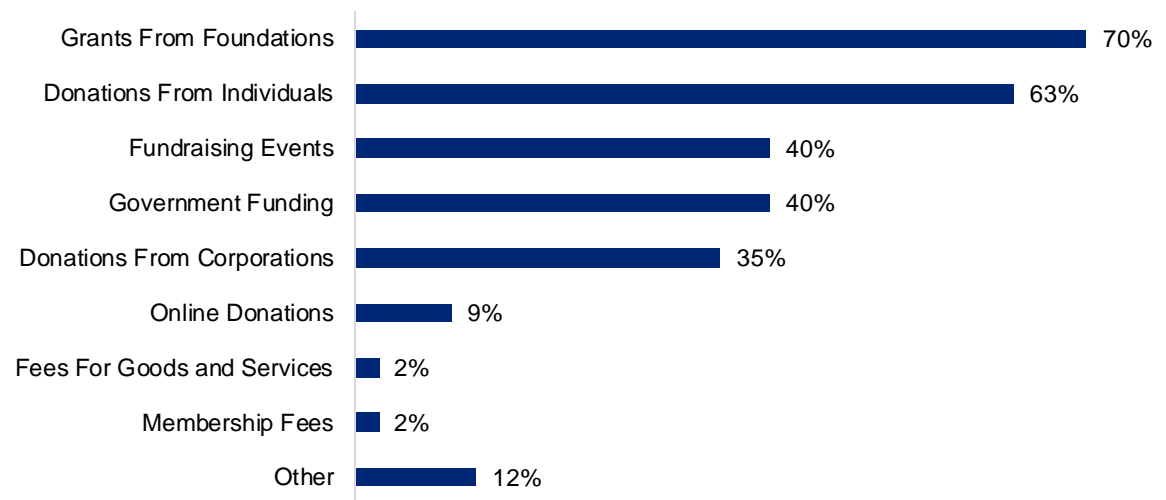
Mentoring Programs Funding

The most prevalent sources of funding are grants from foundations and donations from individuals

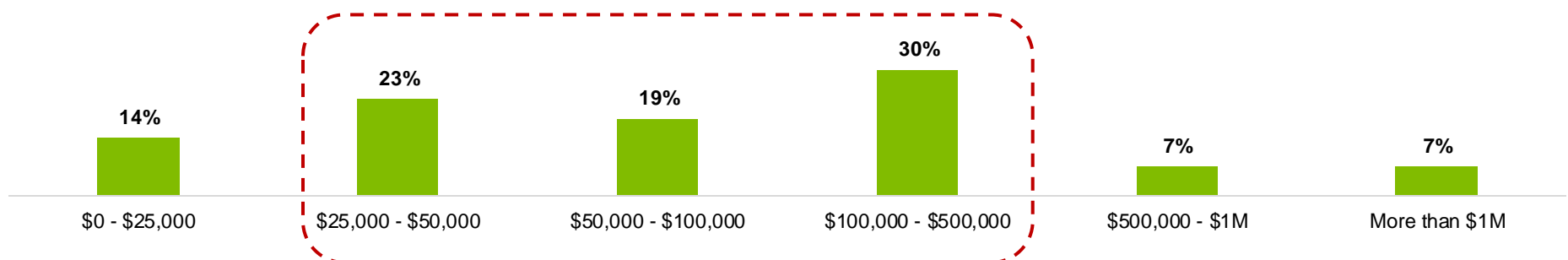
- **Small to medium-size organizations** receive most of their funding through individual donations and foundation grants
- **Large organizations** with more than 100 employees receive most of their funding through the government, foundation grants, and corporations

Foundation grants, individual donations, and fundraising events are among the top three ways organizations raise money

Respondents were asked to choose the top three



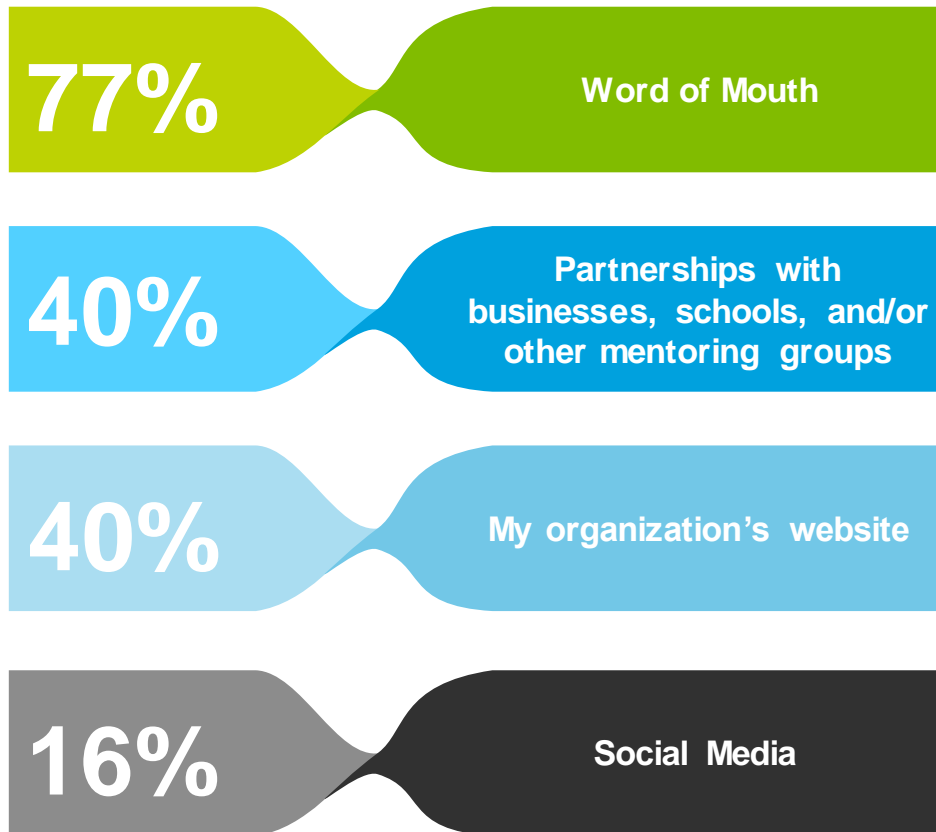
72% of organizations spend between \$25,000 and \$500,000 annually on delivering mentoring services



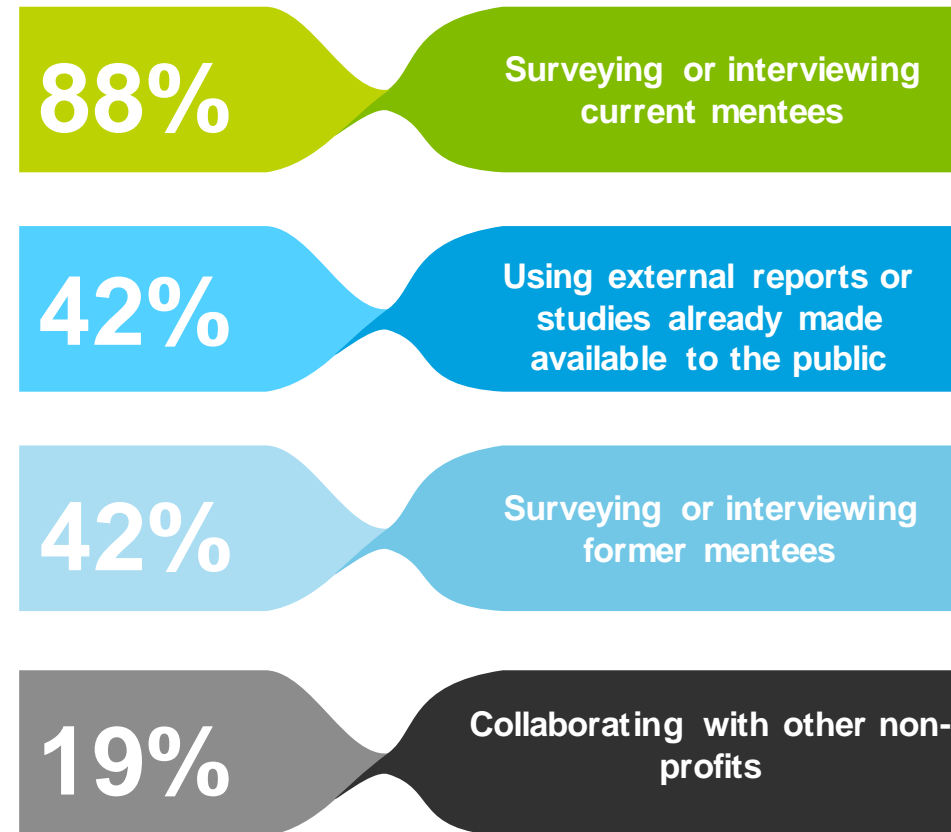
Mentor Recruiting, Mentee Data Collection Methods

Recruiting is mainly through “word of mouth”. Mentee data collection is primarily through surveying or interviewing current mentees

Word of mouth is the primary ways in which organizations recruit mentors



Surveying/interviewing current mentees is the primary means of collecting data among organizations in order to report and improve mentoring practices

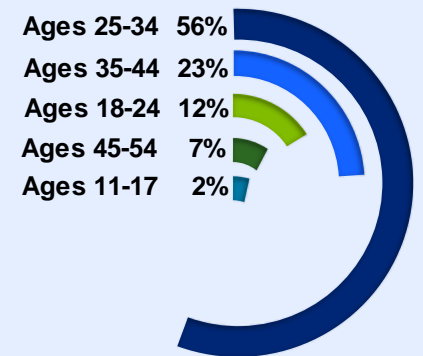
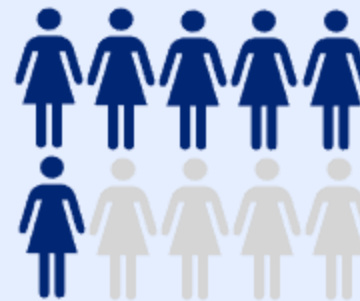


Mentor And Mentee Demographics

The majority of mentors are female and mentoring programs are primarily focusing on mentees between the ages 15 -18

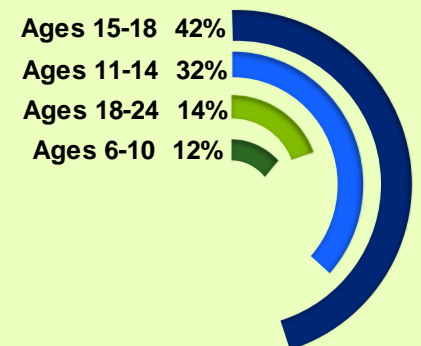
Mentor Participation

- Females make up the majority of mentors for **58%** of organizations
- People ages 25-34 make up the largest percentage of mentors
- Organizations with primary male mentors operate primarily in Prince George's County



Mentee Participation

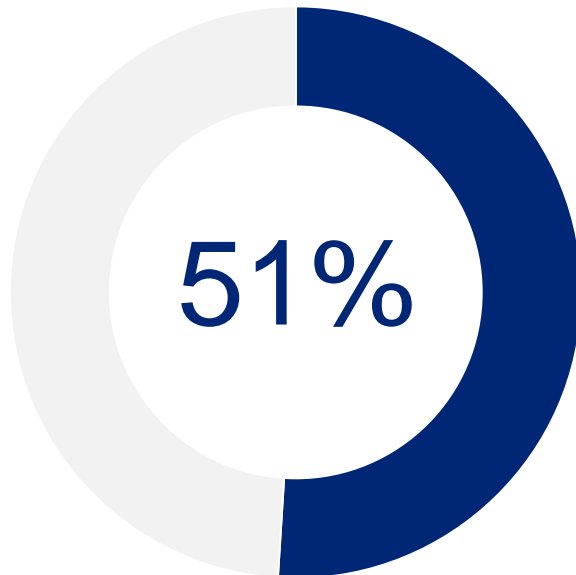
- **47%** of organizations mentee population is equally split between male and female
- Young people ages 15-18 make up the largest percentage of mentees
- African Americans comprise of the largest percentage of mentees followed by Hispanic and Asian, respectively



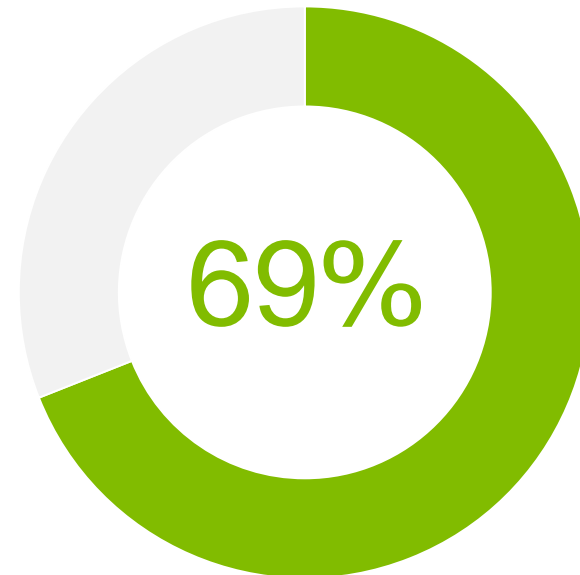
Length Of Mentoring Relationships

Mentoring relationships lasting more than 2 years in the Greater Washington DC Area trail behind national statistics

Just over half of the Greater Washington DC Area mentoring relationships last more than 2 years



Nationally 69% of mentoring relationships last more than 2 years ⁽²⁾



(2) Bruce, Mary and Bridgeland, John (2014), "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring," Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civcenterprises.net/Education>>.

Mentee Risk Factors

The most prevalent risk factors among young people are school related



Key Challenges

Mentoring programs are experiencing numerous challenges which are hindering their ability to deliver quality mentoring services



Do Not Have Enough Mentors – **70%** of organizations indicated that they do not have enough mentors to provide **quality** mentoring services



Lack of Funding – **74%** of organizations indicated inadequate funding as one of their top three challenges

- The most prominent challenge mentoring programs are experiencing



Mentor/volunteer Recruitment – **65%** of organizations indicated that the lack of mentor recruitment as one of their top three challenges

- Wards 7 and 8 in the District of Columbia have difficulty recruiting mentors compared to the other wards in the District

Additional Challenges:

- Organization is short staffed
- Inadequate engagement among mentees and their mentors
- Insufficient process for training/onboarding new mentors

Tools And Resources To Address The Challenges

There are an array of resources and tools from technology to meeting spaces which can be used to improve mentoring programs



Recommendations

Recruiting mentors, building relationships with the surrounding community, and increasing the length of mentoring relationships will help improve the ability to deliver quality mentoring services



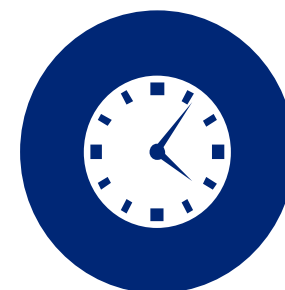
1

Recruit a sufficient supply of mentors.



2

Establish and foster lasting partnerships with businesses, governments, other nonprofits, and the surrounding communities to gain additional resources.



3

Focus on extending the length of mentoring relationships to maximize impact.

Measure:
Eastern High School's 100 MORE



Measure: Eastern High School's 100 MORE

- Ivan Douglas: Director of Eastern High School's 100 MORE



One Hundred MORE
(Mentoring Others, Raising Expectations)



One Hundred MORE Program Overview

- ❖ A community of committed male faculty and staff members at Eastern High School
- ❖ Original intent: *one hundred men, one hundred days, one hundred deeds of service*
- ❖ Launched in 2011 in response to persistent trends:
 - ❖ Under-achievement by males in urban communities across the country
 - ❖ Academic achievement gap between males and females
 - ❖ Increased truancy rates among male students
 - ❖ Higher rates of males involved in negative behaviors and suspensions within the school community



One Hundred MORE Types of Mentoring

- ❖ **Individual** (one-on-one consistent and in-depth relationships with a student or series of students on an individual basis).

One Hundred MORE

Types of Mentoring

- ❖ **Groups:** *(two or more students linked to one male mentor in regular meeting and activity spaces).* Through the years, there have been many groups to participate in One Hundred *MORE*:
 - ❖ The Shakur-Robeson Leadership Group
 - ❖ One of the founding groups at EHS in 2011.
 - ❖ Formally ended with the graduating class of 2016 after serving for 5 years and a total of 15 students.
 - ❖ Young Black Men Making Moves
 - ❖ Established in the fall of the 2014-15 school year
 - ❖ Eastern Men of Excellence (current)
 - ❖ Established in the Fall of 2016
 - ❖ Many more. Various mentors have hosted select groups ranging from 5-15 students, although not through a formal name.



One Hundred MORE Types of Mentoring

- ❖ **Clubs and Organizations:** Through clubs and sports, coaches and trainers have served in a mentoring capacity with their student-athletes going above and beyond their club or sport to counsel and guide their students.



One Hundred MORE

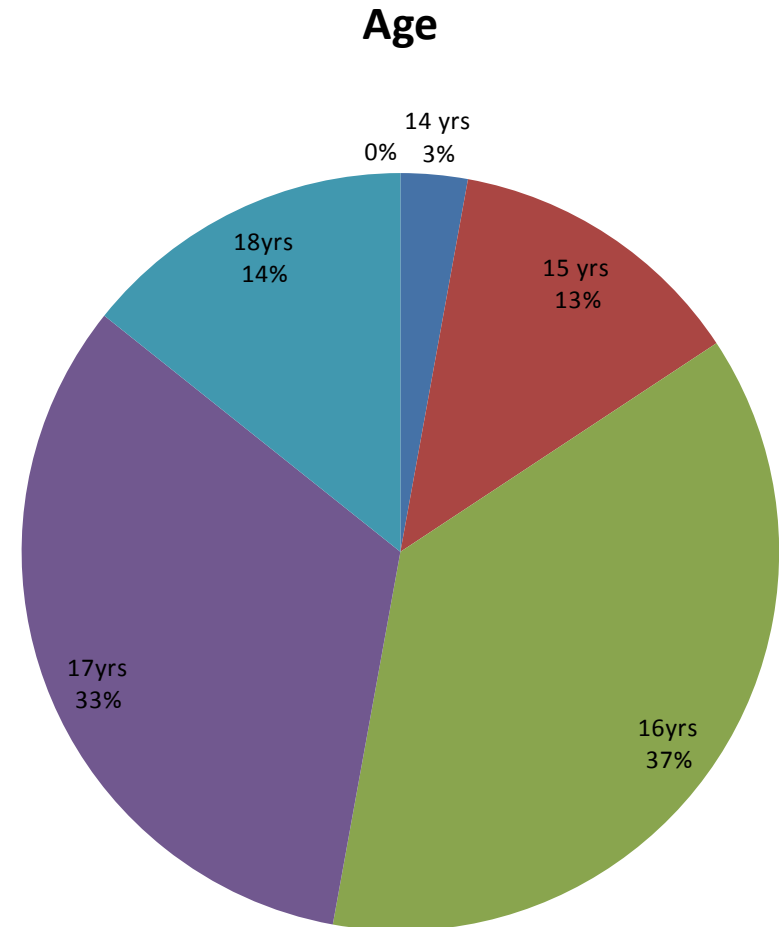
How, When and Where to Mentor

- ❖ There is no “ONE WAY” to mentor! Mentoring is about building positive and meaningful relationships with individuals. Be creative in your attempts to be impactful!
- ❖ Past 100 MORE events and programming have included:
 - Quarterly Gatherings
 - Collaborations with 100 MORE STARS (our leading ladies umbrella mentoring sister organization)
 - Field trips to various Kennedy Center performances and other cultural experiences
 - Book Readings and Author Visits
 - Know your Rights/Community Police Forum
 - Sexual Assault Awareness Seminar
 - Basketball Tournaments
 - Ties that Bind Workshops and Closing Ceremonies

One Hundred MORE

Age Distribution (historical data)

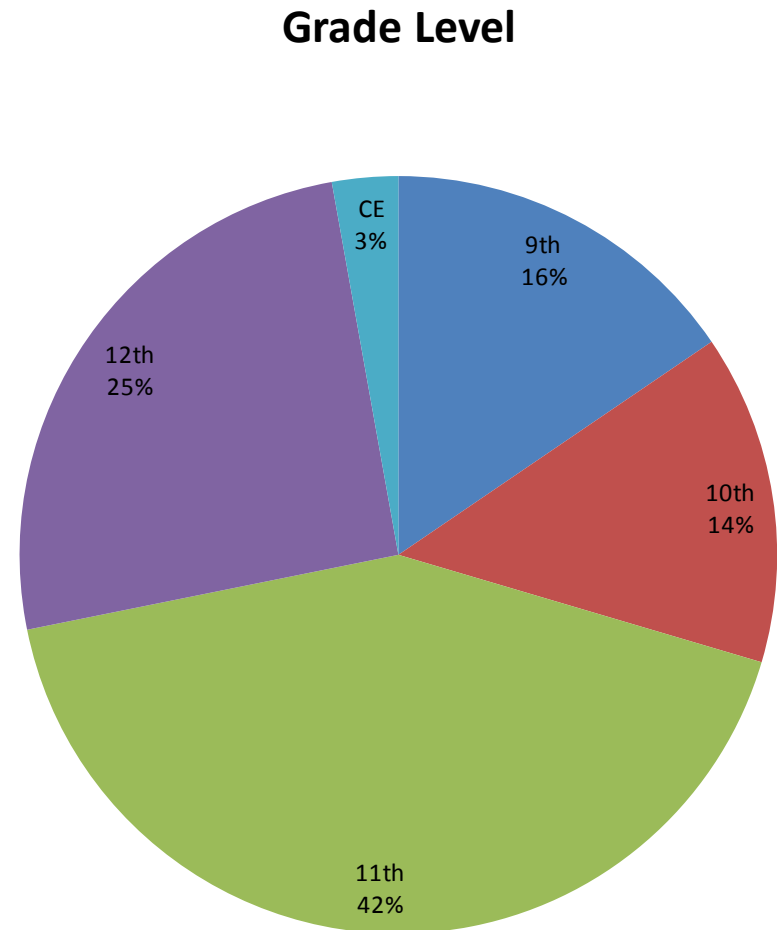
- Older students have had more of an opportunity to develop relationships with staff.
- There needs to be more outreach to younger students.
- Recruiting younger students can begin when they start their high school career at Eastern.



One Hundred MORE

Grade Level Distribution (historical data)

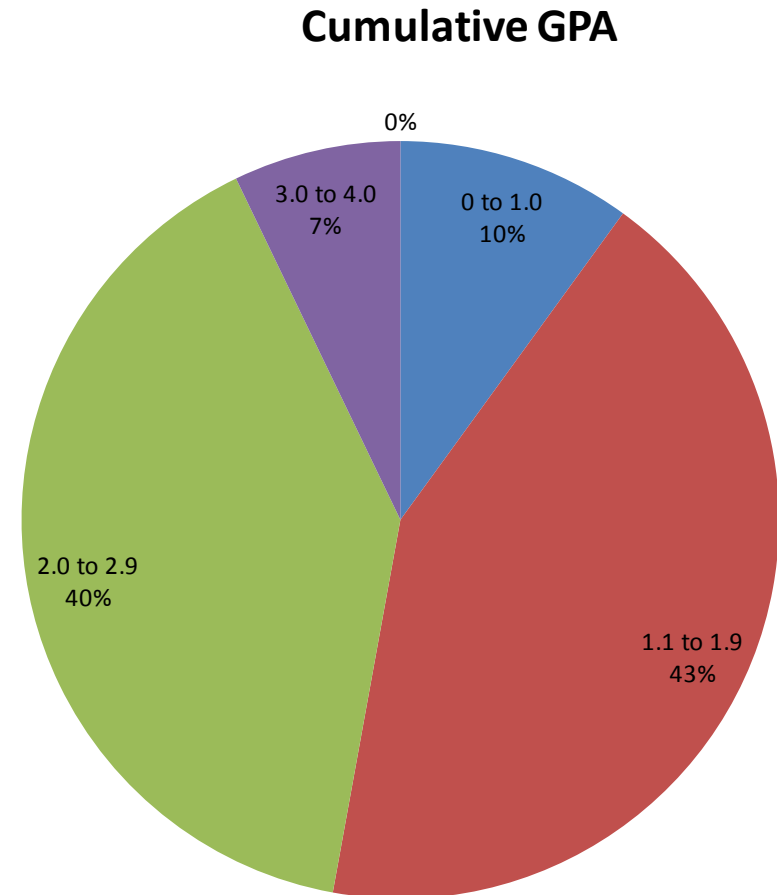
- 11th and 12th grade students are committed to long-term relationships with male staff members.
- Younger students need more opportunities to do the same.



One Hundred MORE

Cumulative GPA Distribution (historical data)

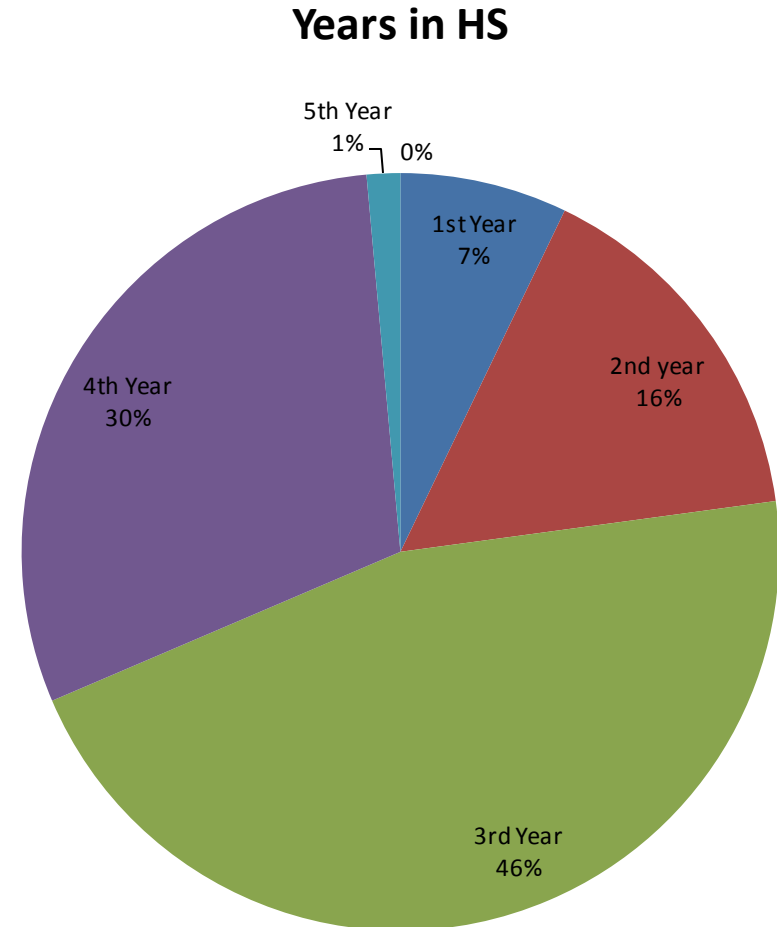
- There is an opportunity to move students further than the 1.1 to 1.9 GPA range.
- There also needs to be more effort to move students beyond a 2.0.
- From one mentor: “Further research needs to be done in the 2.0 category. There are students who could be doing much better.”



One Hundred MORE

Total Years in HS Distribution (historical data)

- Almost all the boys who participate in One Hundred MORE are on track.
- What's making the difference for these young men?
- How do we reach out to those who are off track?

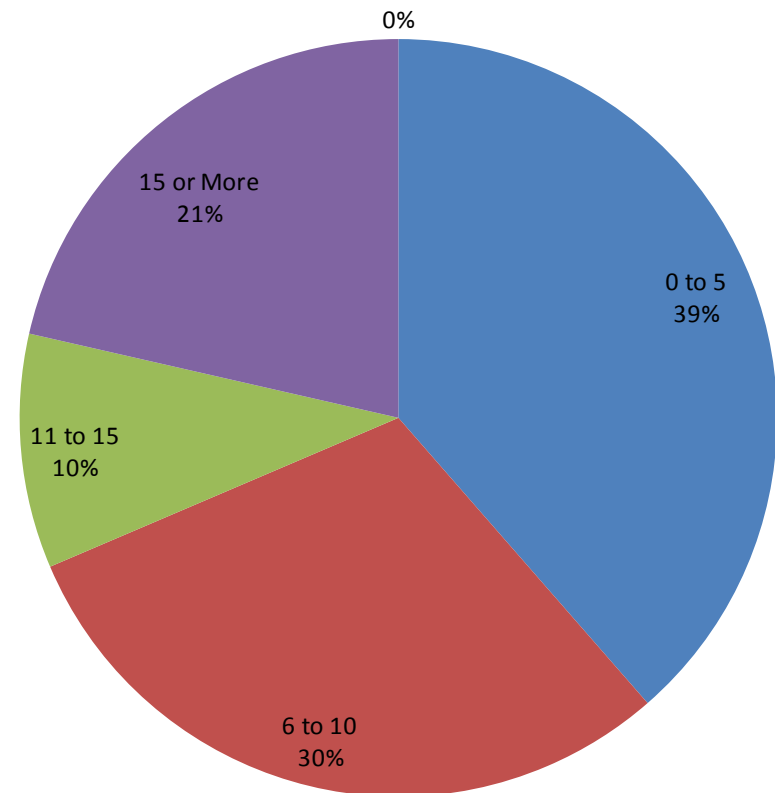


One Hundred MORE

Absences Distribution (historical data)

- There is an opportunity to improve attendance through the efforts of One Hundred MORE.
- The men who work with Eastern's male students are uniquely positioned to reduce the frequency of absences.
- Greater attendance for these young men can lead to an increase in their grades.

Year to Date Absences





One Hundred MORE

New Year, New Structure, New Vision

In order to reach more young men in our building and demonstrate measurable success, we have devised the following new organizational structure and goals for 2016-2017 school year.

100 MORE Grade Level Mentor “Organizers”

- 9th Grade: Burton
- 10th Grade: Nash and Turner
- 11th Grade: Douglas and White
- 12th Grade: Totress and Douglas
- ** 100 MORE and EMOC’s Eastern Men of Excellence

100 MORE Measures of Success

- Increased in-seat attendance
- Increased GPA
- Increased Literacy Rates
- College and Career Preparedness
- Increased Scholarships

One Hundred MORE & Empowering Males of Color (EMOC) 's Eastern Men of Excellence (EME)

Through the District's exciting Empowering Males of Color Initiative grant awarded to Eastern in February of 2016, we have launched the Eastern Men of Excellence Collaborative

- 40 juniors (2018) and 10 seniors (2017) brought together under the leadership of Eastern's new EMOC EME Program Director.
- Creation of new all-male, public policy course focusing on issues affecting people of color throughout the world.
- Community Mentors assigned to each EME student.
- Bi-monthly EME college and career planning workshops.
- Community Service Projects.
- Cultural and Service Learning Trip to Oakland, California.
- Social Entrepreneurship Experiential Learning Trip to South Africa.

One Hundred *MORE* What's Next?

- Targeted mentoring relationships from the 9th grade, including partnerships with outside organizations
- More Community Outreach for College and Career Mentor Partnerships
- New Funding Sources
- Collaborations with other high schools
- Developing a complete mentoring curriculum
- Innovative classroom curriculum
- SAT and ACT prep integration



One Hundred *MORE*

What do I need to do to mentor at my school?

- Start within—gauge faculty/staff interest to building natural relationships within school
- Start small—difficult work so manage expectations and hold each other accountable for promises made among mentors and especially with mentees
- One size does not fit all—focus on the needs of your school/organization
- Look for partnerships—you are not alone!

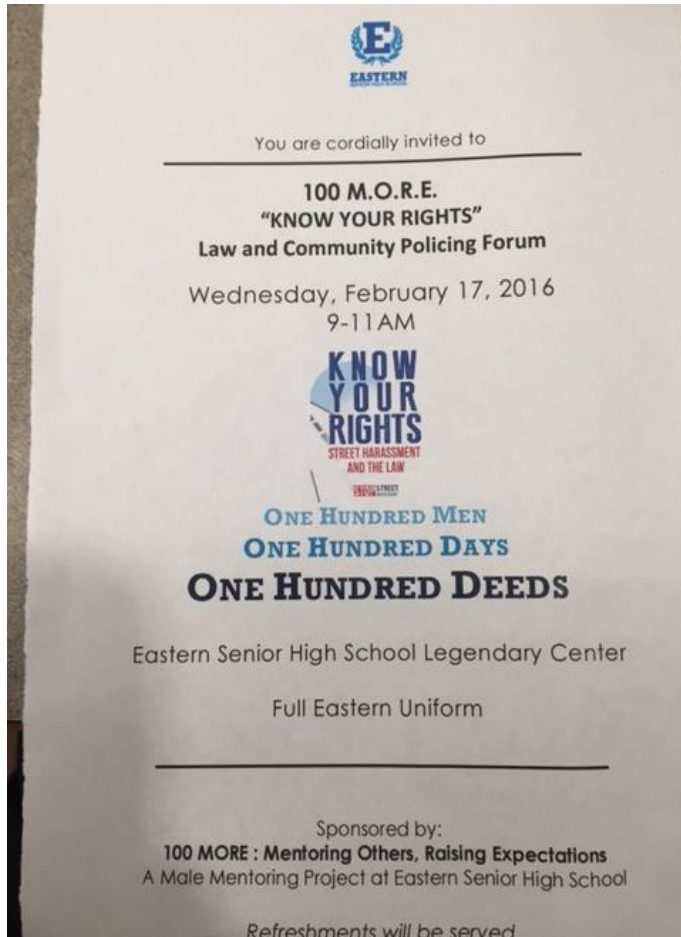
One Hundred MORE



One Hundred MORE



One Hundred MORE



Sponsored by
Washington (DC) Alumni Chapter,
Kappa Alpha Psi, Inc.

**ATTENTION EASTERN HIGH SCHOOL CLASS OF 2017
PARENTS AND LEADERS**


FINANCIAL AID SEMINAR
Thursday, October 20th @ 5:30 - 7:30 PM


We will discuss:

- Solving the Financial Aid Puzzle
- Understanding the FAFSA
- Scholarships and other Funding Strategies

Location: Auditorium

Eastern High School
1700 East Capitol Street NE
Washington, DC 20003

Visit www.devvgdesigns.com/wac for more info





Measure:

Discuss Applications for Agencies



Measure: Discuss Applications for Agencies

- What can your agency/entity do to advance mentorship in DC?

Monitor: Steering Committee

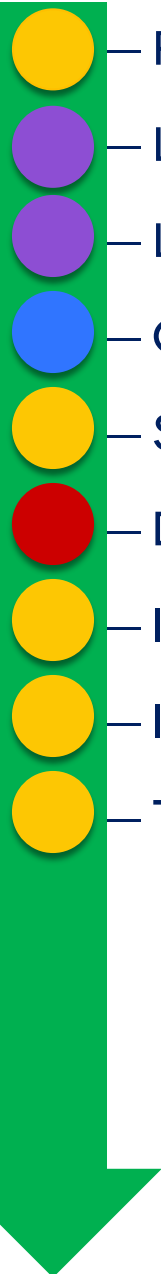


Monitor: SY16 - 17 Progress

Phase	Activity	Taskforce	Steering	Policy	Data	Program	Timeline
Advancing	Advance Citywide Planning						
	Identify agency/entity strategies	X					Jan. 2017
	Plan FY18 budget needed		X				Mar. 2017
	Incorporate Youth Input						
	Select and onboard student reps		X				Nov. 2016
	Identify opps for youth input		X				Jan. 2017
	Support Design Challenge II					X	Mar. 2017
	Align Agency Work						
	Incorporate attend. in new work			X			Mar. 2017
	Identify existing opportunities			X			Mar. 2017
	Provide guidance where needed			X			Mar. 2017
Improving	Strengthen Strategic Use of Data						
	Develop timeline for Ed Stat			X	X		Jan. 2017
	Revisit codes/regs to match evidence			X			Apr. 2017
	Improve agency data sharing				X		June 2017
	Expand Attendance.dc.gov						
	Expand resources → LEAS/families			X			Apr. 2017
	Increase site usage + comms					X	June 2017
	Increase Community Outreach						
Scaling	Add new campaign elements					X	June 2017
	Focus on Evidence						
	Continue building evidence base			X	X		Dec. 2017
	Build support for effective strategies			X			Dec. 2017
	Comm./Implement Best Practices						
	Share practices w/ practitioners					X	Dec. 2017
	Plan FY19 budget support		X				Dec. 2017



Monitor: SY2016 - 2017 Progress

- 
- Reported out using common methodology at the district and state levels
 - Launched the Every Day Counts! citywide attendance campaign
 - Launched attendance.dc.gov
 - Conducted learning sessions on attendance SST meetings and health resources
 - Selected 4 high school Truancy Taskforce student representatives from across the city
 - Developed timeline for Ed Stat (in progress)
 - Identified agency/entity strategies
 - Identified opportunities for youth input
 - Taskforce presentation at OSSE LEA Institute and OSSE Community Schools COP

 Taskforce/Steering Cmte  Policy Cmte  Data Cmte  Program Cmte

TODAY



Monitor: New Year's Resolutions

State and School District Leaders and Staff and School Personnel	Health Care, Public Health and Human Service Agencies and Providers	Public Housing Authorities	Juvenile Justice and Law Enforcement	Community, Faith-Based, & Philanthropic Organizations	Mayor, Council, State Board of Education, and other Local Government Entities
DC Public Schools, the DC Department of Health, and corresponding agencies in Baltimore City are partnering on a project to share attendance data with pediatricians. The program, which seeks to engage our local health colleagues as partners in addressing the challenging issue of chronic absenteeism, will share data using the infrastructure of the local health information exchange [Chesapeake Regional Information System for Patients (CRISP)]. We will be piloting in School Year 17-18 in a cluster of schools and clinics in Ward 1, with strong partnership from the DC Chapter of the American Academy of Pediatrics and several local health systems. Parental consent will be required, with education and engagement through school enrollment as well as in pediatricians' offices. (DCPS)	Increase frequency of attendance monitoring (secure weekly attendance reports for all youth participating in services), expedite the process to remove barriers that impede school attendance and substantively increase the youth and the families' support systems to sustain long-term change (use Eco Maps tool to further grow existing support systems). (Department of Human Services)	Establish a framework for partnership with the Office of the Deputy Mayor for Education and members of the DME cluster that stabilizes families through housing and education with a focus on eliminating chronic absenteeism/truancy, improving school performance and engaging parents. Hold back to school events and outreach programs at DCHA properties that include a focus on promoting the importance of school attendance. (DC Housing Authority)	Partner with other agencies to understand the underlying causes of chronic absenteeism. (Show Up, Stand Out) Closely review each referral to OAG with a goal of no papering legally sufficient cases for diversion, and only proceed with papering a case when other non-court involved options have failed. (Office of the Attorney General)	We will continue to partner with the high schools that struggle with student attendance to provide support services to students aimed at reducing truancy and chronic absenteeism. We will continue to work with relevant stakeholders to on long-term, effective strategies, and urge them to commit adequate resources needed to support such efforts. (Access Youth)	We will be advancing the Truancy Taskforce Strategic Plan with a focus on ensuring the strategic timeline is used to drive the data and information shared with the Taskforce. We are also working to plan a 2 nd Annual Design Challenge that more tightly couples idea generation with implementation. We commit to creating 1-2 practical tools for LEA staff that will help address attendance issues. Finally, we want to plan for a stronger citywide message about attendance by bolstering the reach and investment in the Every Day Counts! campaign. (Office of the Deputy Mayor for Education)
DC PCSB will cooperate with the Truancy Taskforce in providing attendance data to help determine whether court-based truancy interventions really lead to better outcomes for students. DC PCSB would like to see the city find alternate interventions for truant 14-17 year olds than referrals to family court--we have not seen evidence that criminalizing truant teenagers leads to better outcomes. (DC Public Charter School Board)	Have DBH/School Mental Health Program clinicians trained in the Restorative Justice program/process and then for the DBH clinicians to be a part of the circles in the schools. The DBH clinicians will be active in the collaboration on the development and use of this practice in schools that don't currently use it and have high suspension rates. (Department of Behavioral Health)		Enhance data collection and sharing related to causes of chronic absenteeism. (OVSIG)		

Monitor: Program Committee



Monitor: Program Committee

- Upcoming 2nd Annual Design Challenge
- Next Program Committee scheduled for February 22nd, 2017
 - The Program Committee meeting will focus on mentorship follow-up, 2nd Annual Design Challenge

Monitor: Program Committee

- Every Day Counts! Attendance Competition Update:
 - Rewards-
 - Elementary Schools (1 DCPS and 1 PCS)
 - Middle Schools (1 DCPS and 1 PCS)
 - High Schools (1 DCPS and 1 PCS)
 - 100 Most Improved Students



Monitor: Data Committee



- **Timeline for Ed Stat**

Monitor: Policy Committee

Act:

Discuss FY18 Budget Need



Act: Discuss FY18 Budget Need

Steering Committee Frame

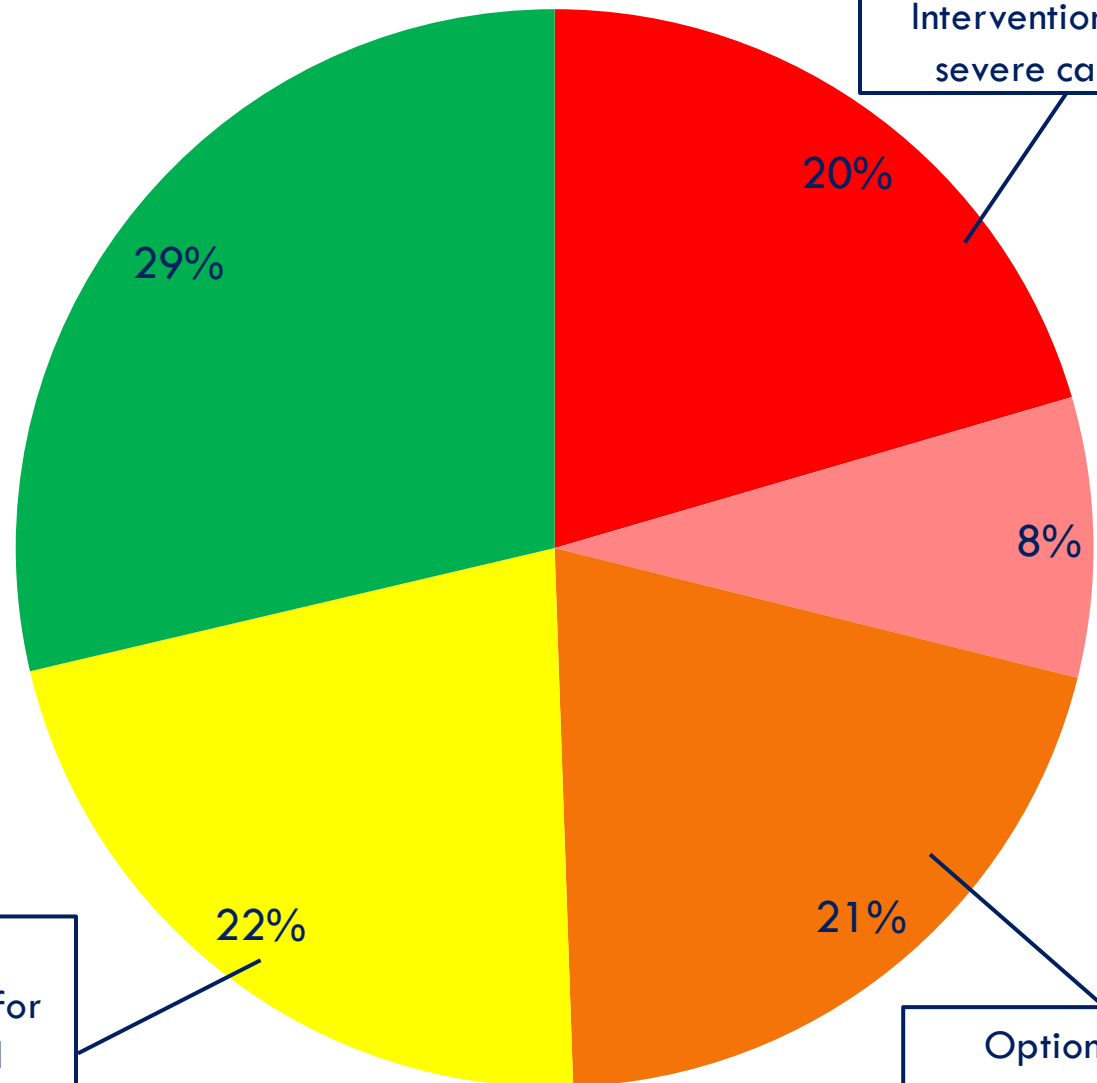
- **What we know:**
 - Chronic absenteeism is most prevalent in our high schools
 - High school absenteeism varies in severity
 - Need greatly outstrips current investments
- **What we wish we knew:**
 - Profiles of various categories of student absenteeism
- **What we should consider:**
 - Scalability of current investments in each category of absenteeism



Act: Discuss FY18 Budget Need

Severity of Absenteeism for 9th Graders

- Profound Chronic Absence (missed 30%+)
- Severe Chronic Absence (missed 20% - 29.99%)
- Moderate Chronic Absence (missed 10% - 19.99%)
- At-Risk Attendance (missed 5% - 9.99%)
- Satisfactory Attendance (missed <5%)



Option #3
Create New
Intervention for
severe cases

Option #1
Add capacity for
school-based
Early/Low-Level
Intervention

Option #2
Add capacity
for Mid-Level
Intervention

Act: Every Student Succeeds Act (ESSA) Update



Act: Every Student Succeeds Act (ESSA) Update

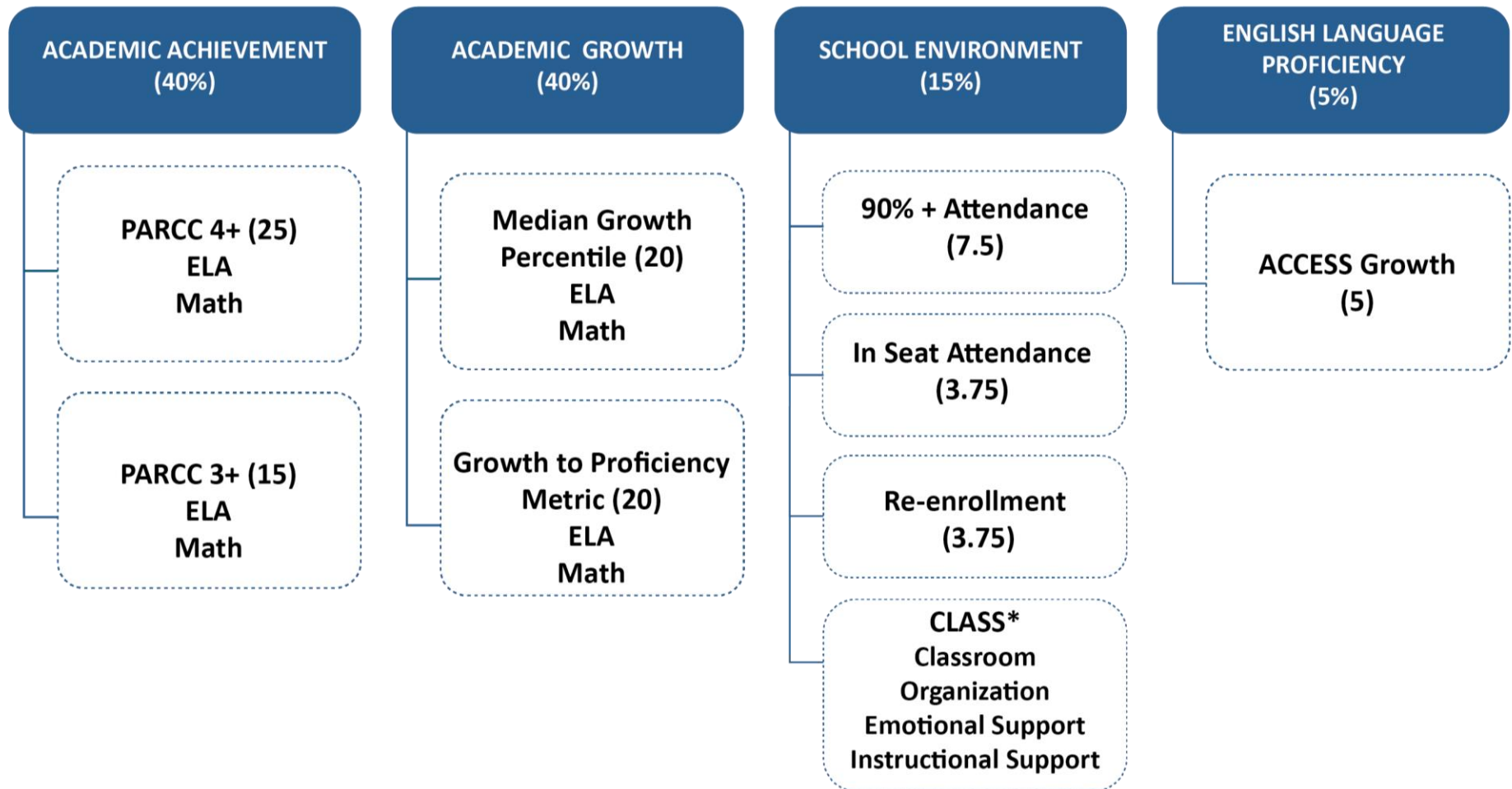
ESSA Summary

- The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind Act (NCLB) of 2001.
- ESSA helps ensure educational opportunity for all students by:
 - Holding all students to high academic standards that prepare them for success in college and careers.
 - **Ensuring accountability by guaranteeing that when students fall behind, states redirect resources into what works to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools with achievement gaps.**
 - Empowering state and local decision-makers to develop their own strong systems for school improvement based upon evidence, rather than imposing cookie-cutter federal solutions like the No Child Left Behind Act did.



Act: Every Student Succeeds Act (ESSA) Update

STAR - Elementary Schools and Kindergarten-Grade 8 with Pre-K

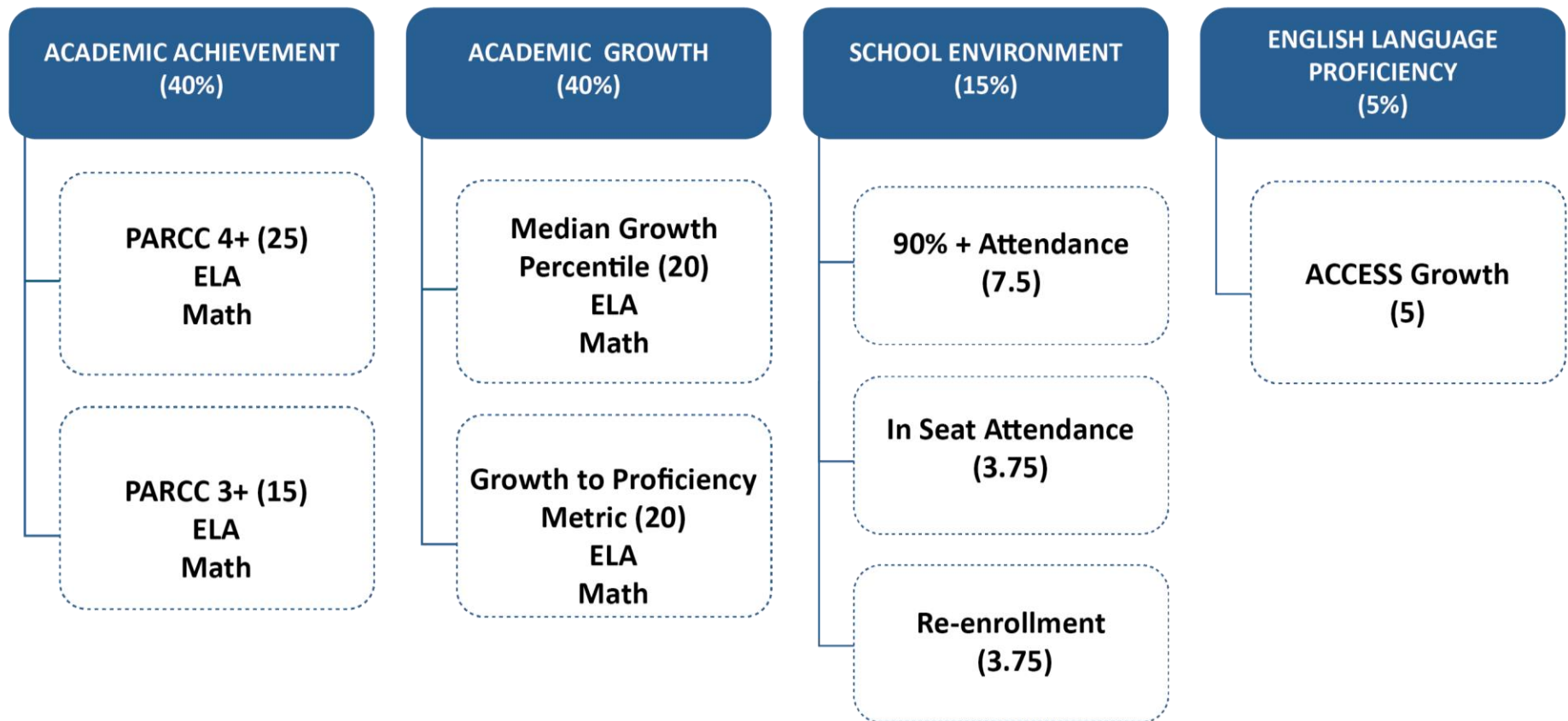


*Weights will be set proportionally based on the percentage of students in pre-K versus other grades; methodology TBD.



Act: Every Student Succeeds Act (ESSA) Update

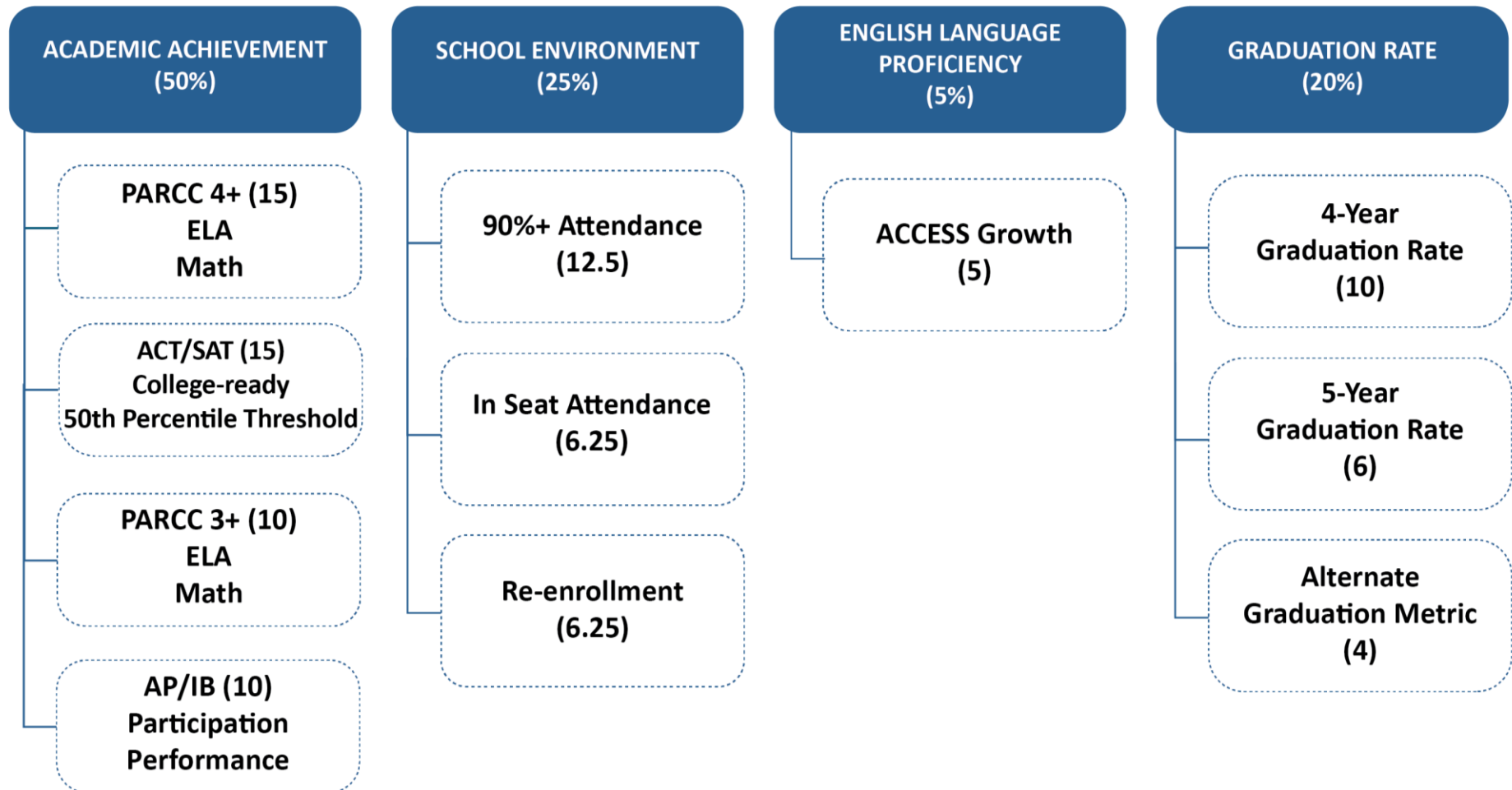
STAR - Middle School





Act: Every Student Succeeds Act (ESSA) Update

STAR – High School





Timeline and Engagement Opportunities

- ❑ January 30 – March 3: Public comment period on state plan
- ❑ February 6 – March 3: Engagement and public comment on state plan (including meetings in all 8 Wards)
- ❑ February 28: LEA Institute
- ❑ March 22 (special session): SBOE vote on state plan
- ❑ April 3: DC submits state plan to ED
- ❑ August (120 days): Feedback/approval from ED

Visit osse.dc.gov/essa



Next Steps

- **Taskforce**

- Next Meeting: March 21, 2017

- **Committees**

- **Steering Committee:**

- Plan FY18 budget need

- **Data Committee:**

- Continue Data Plan implementation
- Implement timeline for Ed Stat
- Justice/Education data match up

- **Policy Committee:**

- Incorporate attendance in new work
- Identify existing opportunities
- Provide guidance where needed

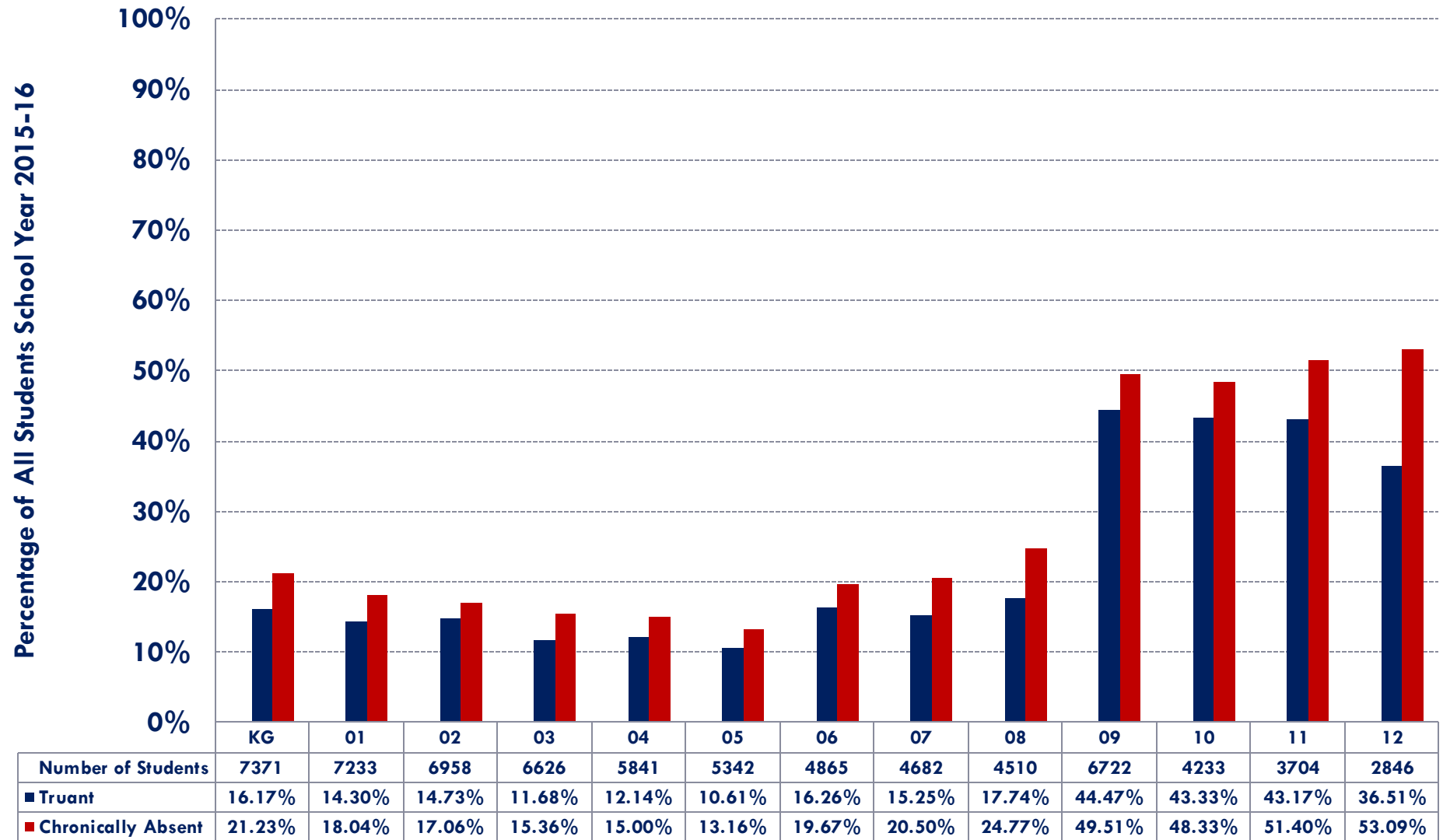
- **Program Committee:**

- Plan for 2nd Annual Design Challenge
- Update attendance.dc.gov
- Create and share additional resources for parents and LEAs

Appendix:



Truancy and Chronic Absenteeism, by Grade



*Note: There were 27 students of compulsory age with a grade of "Adult"; and 114 with a grade of PK3 or PK4 who are not shown due to smaller n-size; additionally, 188 students had a grade of Unknown or Ungraded